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Educational values within worldview of Kazakhstani youth: socio-philosophical aspect

This article represents the results of a sociological study conducted with the participation of 11th grade students of Kyzylorda, Mangystau, and Turkestan regions, who are donors of the state program “Serpin-2050” to determine the role of higher education in the value system of young people and their social attitudes towards participation in the state program “Serpin”. This study was carried out within the framework of the postdoctoral program “№ AP14971423 “Sociocultural adaptation of students studying by the program “Serpin” at university”, funded by the Science Committee of the Ministry of Science and Higher Education. The article represents the results of a sociological study confirming that higher education is not only a social value, but also an opportunity to access the social benefits of modern society. The main factors influencing the educational choice of rural youth are the opportunity to study on an educational grant, the quality of education, the prestige of the university, employment, and the possibility of independent living. According to the respondents, the main source of information on the conditions of participation in the state program “Serpin” are friends and acquaintances, however, the decision on participation is made with the participation of school teachers and parents of students.

Keywords: higher education, youth, value, state program “Serpin”, university, educational program.

Introduction

The modern world is undergoing changes in all spheres of society associated with the development of digital technologies. Education, as one of the subsystems of society, also feels these changes and is trying to quickly adapt and accept new trends in the field of digital technologies. Today, education is not only a value, but also a process of becoming a competitive individual. The value of higher education among young people has remained consistently high in recent years. Today young people are focused on a level of education that guarantees high wages and career growth. Modern people understand that in order to be competitive and in demand in the labor market, it is necessary to constantly study, improve their skills, as knowledge becomes obsolete today very quickly, the requirements for the professionalism of workers in almost all areas are very high. Even for warehouse workers today, computer proficiency is a mandatory requirement for skill levels. Therefore, people consider professional activity as one of the most important conditions for self-development, self-improvement, as one of the opportunities for the full implementation of their knowledge and abilities in the professional field, and not just as a way to earn money. In other words, education is seen as a value, as an effective way to invest in one's future [1; 24-29]. Human capital in the modern era has become the most important factor in the development of the economy and society, and its quality is primarily determined by the education system. According to scientists, human capital is knowledge, skills, and attitudes that allow a person to create income and other beneficial effects that exceed initial investment and current costs for himself, the employer, and society as a whole [2]. Obviously, in modern society, the key beneficiary of their “human capital” is the person himself and his family. Therefore, in order to respond to the challenges of global competition, human capital is of decisive importance [3].

Materials and methods

As part of the implementation of the project “№ AP14971423 Sociocultural adaptation of students studying within the state program “Serpin” to the university”, funded by the Science Committee of the Ministry of Science and Higher Education, a mass survey of school graduates from Kyzylorda, Mangystau and Turkestan regions was conducted.

The aim of the study was to identify the attitudes of modern schoolchildren to receive higher education, the opportunities provided by the state program “Serpin” for the development of their future profession.

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The study involved 402 students of the 11th grade of the above regions. The sample was represented by 32.5 % of men and 67.5 % of women. In 51.5 % of the respondents, parents are employees of the public sector (teachers, doctors, etc.), 12.0 % are entrepreneurs, 13 % are housewives, 14 % are hired workers (builders, etc.), 9.5 % — unemployed. 69.2 % have 2 to 4 children in the family, 17 % have 5 to 7 children, 2 % have 8 or more children, 1 % of the respondents are the only child in the family, 11 % refused to answer this question.

Results and discussion

The questionnaire consisted of several blocks, within the framework of this work, only a part of it with an analysis of the results obtained is presented to the attention.

As part of the study, we tried to find out plans of school graduates for the future. So, answers to the question: “What do you plan to do after graduation?” were distributed as follows: I will enroll into a university — 66.3 %, I will start my own business — 17.2 %, I will help my parents — 9 %, I will go to college — 3 %, I do not want to study — 1.4 %, the rest of the respondents found it difficult to answer. The distribution of answers to this question shows that among schoolchildren in rural areas of Kyzylorda, Mangystau and Turkestan regions, the idea of enrolling a higher educational institution is popular, which is associated with the prestige and understanding that education is a social lift and a channel of social mobility that will improve their social status. Confirmation of the fact that Turkestan schoolchildren are focused on getting an education also demonstrates their readiness to take a Unified National Testing (UNT). Our data confirm the position of scientists who note that the image of a modern person, which has developed in the public consciousness, is primarily an image of an educated person [4; 42-43].

The next question was about the intentions to take the UNT, the answers of the students showed that 92.1 % plan to take the UNT, 4.2 % refused to answer this question and 3.6 % of the respondents do not plan to take the Unified National Testing, the data is shown in Figure 1.

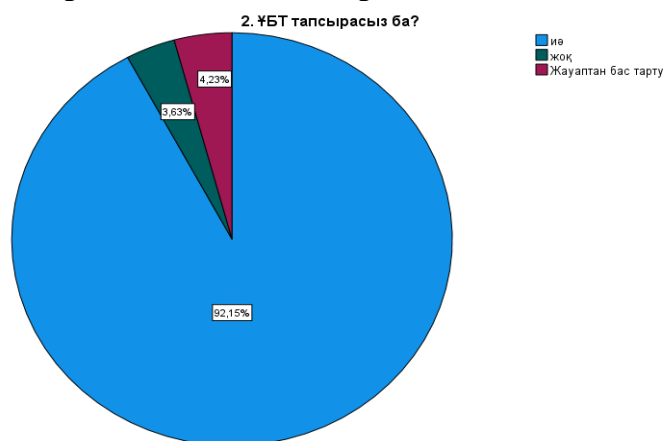


Figure 1. Distribution of respondents' answers to the question: “Do you plan to take the UNT?”

The next question in this block of the questionnaire was aimed at determining the preferences of future applicants for the place of their future education. This question was answered only by those who planned to pass the unified national testing. Respondents were given the opportunity to select several answers: 33.8 % of the respondents wish to study at South Kazakhstan University named after M. Auezov, 23.9 % of respondents preferred Kazakh National University named after al-Farabi, 12.7 % — Kazakh National Medical University named after S. Asfendiyarov, 12.4 % — Karaganda University named after E.A. Buketov, 7.6 % — Kazakh National Technical University named after K. Satbayev, 7.3 % — Eurasian National University named after L. Gumilyov, 3.6 % — Kostanay Regional University named after A. Baitursynov, 2.1 % — Karaganda Technical University named after A. Saginov, 0.9 % — Kazakh Agrotechnical University named after S. Seifullin. 11.8 % of respondents did not indicate their choice, because undecided at the time of the survey. Such a distribution of schoolchildren's opinions shows that most of the young people surveyed in these regions plan to study at the nearest educational institutions located in their own region of residence. Few indicated universities located in the northern or central regions of Kazakhstan.

Then we tried to find out what factors are dominant when choosing a university. It turned out that the most important factors are the quality of education — 55.9 %, the prestige of the educational institution —

34.4 %, the employment of graduates — 15.1 %, the training of specialists is carried out only in this university — 12.7 %, the university is located nearby — 10.6 %, my friends study at this university, relatives — 8.2 % and 6.3 % of respondents found it difficult to answer this question. This distribution of respondents' opinions shows that today's graduates understand the importance of obtaining a quality education for successful employment. No less significant is the criterion of university prestige.

Answers to the question: “What field of specialist would you like to be?” distributed as follows: education — 32 %, medicine — 17.5 %, technical field — 13.9 %, economics and finance — 8.8 %, science — 8.2 %, construction and architecture — 7.9 %, law and law enforcement — 6.3 %, emergencies — 5.4 %, social sciences — 3.3 %, services — 2.7 %, natural sciences — 2.4 %, agriculture — 2.4 % and 17.2 % of respondents have not decided on their future direction of activity. Thus, from the point of view of schoolchildren of rural schools in the Turkestan region, the most prestigious professional fields are education and medicine. It is particularly noted the fact that more than 17 % of schoolchildren have not decided on the choice of their future profession. The least popular areas of professional activity among the respondents are natural sciences and agriculture. The reasons for this may be, firstly, that since childhood children have been involved in agricultural work and there is no desire to do this throughout their lives, and secondly, they are familiar with the labor intensity of these industries and the negative impact on health.

The next question concerned the choice of profession. Answers to the question: “What influenced the choice of future profession?” were distributed as follows: high demand for specialists in this industry from the society — 38.1 %, employment opportunities in the specialty — 32.3 %, the possibility of obtaining a quality education — 25.1 %, recommendations from friends and relatives — 9.1 %, the rest 23 % of respondents found it difficult answer. The distribution of opinions on this question shows that graduates of schools in the southern regions are aimed at choosing those professions that have guaranteed employment and are in demand on the regional labor market. It should be noted that the number of those who are guided in choosing a profession by the opinions of friends and relatives and those who have chosen a specialty of study are equal. It is necessary to take into account the fact that modern society does not need education, but professional training, which allows certain social elements and relations to function successfully at an appropriate level. “You can be a good specialist in a narrow professional field and still remain an uneducated person. ... in society there will always be a need for individuals capable of fully expressing their subjective activity in diverse forms — creation, creativity, cognition. Without them, society loses its chances for development [5; 17].

Distribution of answers to the question: “Who helped you in choosing your future profession?” showed that 75.2 % of respondents made their own choice, 36.3 % of them were advised by parents and relatives, 4.5 % — the class teacher and teachers suggested, 4.2 % — friends told, 2.1 % of respondents found it difficult to answer. These data show that the choice of a future profession among modern schoolchildren is becoming more and more independent, they themselves decide where and for whom they will study, and such agents of socialization as teachers and friends are losing their influence on professional choice. But, as before, such agents as parents remain influential.

One of the objectives of the study was to study the level of awareness of students in schools in the southern and western regions about the functioning of the state program “Serpin”. The survey found that 68.9 % of respondents know about this program, 28.7 % do not have information about the state program, 2.4 % refused to answer this question. Summarizing, we can say that most of the participants in the questionnaire survey are aware of the state program “Serpin”, but it is alarming that almost a third of the respondents have not heard of it.

Respondents' answers to the question: “Where do you get information about the state program “Serpin?” distributed as follows: 32.9 % of respondents got from the curators and subject teachers, 20.2 % — from the media (newspapers, magazines, social networks), 14.8 % — from friends, 10.9 % — from parents and relatives, 11.2 % — from other sources (Fig. 2). Summarizing the obtained data, we can conclude that the main agents of information about the state program “Serpin” are school teachers, but they have less influence on the choice of university and specialty of education for the student, compared with parents and relatives. This requires strengthening informative work among parents and students themselves in rural schools in the southern regions of Kazakhstan. According to G. Balykhin, economic prosperity increasingly depends on the ability to acquire new knowledge and apply it in life [6; 13-17]. In modern conditions, these skills are highly valued by employers and their representatives.



Figure 2. Distribution of respondents' answers to the question: “Where do you get information about the state program “Serpin?””

Considering the answers to the question: “Do you plan to study within the state program “Serpin?””, we noticed that 32 % of respondents did not think about this issue, 29.6 % do not plan to study within this program, 29.3 % plan to enter universities with given the state program, 4.5 % of respondents deviated from the answer to this question.

Poor awareness of the state program “Serpin” among the schoolchildren themselves shows that it does not determine their individual choice of university and specialty of study. Only a third of the surveyed schoolchildren confidently indicated in the questionnaire that this state program will help them enroll into a higher educational institution.

Answers to the question: “In your opinion, what are the advantages of studying within the state program “Serpin?”” distributed as follows: the possibility of studying on a grant — 53.5 %, the possibility of future employment — 18.4 %, the possibility of obtaining a quality education — 11.8 %, in high demand for specialists in my future profession from the society — 10 %, training in a good university — 9.7 %, receipt of state support (scholarships) — 9.4 %, the possibility of stable employment — 8.8 %, the possibility of material support for the family — 2.7 %. Summarizing the answers of the respondents, we see that the main advantage of the state program “Serpin”, from the point of view of Turkestan schoolchildren, is education at the university on a free basis. No other benefits of this program were shown to be statistically significant.

Respondents' answers to the question: “If you enroll in a university within this program, are you ready to fulfill all its conditions?” showed that 45.3 % of respondents are ready to fulfill all the conditions of the program, 28.4 % did not think about this issue, 9.7 % refused to answer this question, 14.5 % found it difficult to answer. The distribution of answers to this question shows that there is a high percentage of those graduates who assume obligations to comply with the conditions of the state program “Serpin”. It should be noted that there is a high percentage of those graduates who do not problematize contractual obligations related to participation in the state youth support program.

Answers to the question: “What influenced the choice of a university as a place to receive higher education?” were distributed as follows: a participant in the state program “Serpin” — 19.6 %, a prestigious university — 14.5 %, obtaining a quality education — 12.4 %, employment opportunities — 9.7 %, high quality education and medicine — 7.6 %, recommendations from friends and relatives — 3.6 %, developed infrastructure — 2.4 % and 21.1 % of respondents could not answer this question.

From the foregoing, it follows that today's youth would like to study at a prestigious university and receive a high-quality higher education, if possible, studying on an educational grant.

Information about funding

The study was funded by the Science Committee of the Ministry of Science and Higher Education under the grant “№ AP 14971423 “Sociocultural adaptation of students studying by the program “Serpin” at university”.

Conclusion

Summing up the results of the presented study, we can say that among schoolchildren in rural areas of Kyzylorda, Mangystau, Turkestan regions, the idea of enrolling in a higher educational institution is popular,

which is associated with the prestige and understanding that education is a social channel that will allow them to improve their social status. Confirmation is that schoolchildren are aimed at obtaining higher education and demonstrate their readiness to take the unified national testing.

Most of the young people surveyed in these regions plan to study at the nearest educational institutions located in their region of residence. Few of the respondents indicated universities located in the northern or central regions of Kazakhstan.

Modern graduates of Kazakhstani schools understand the importance of obtaining a quality education for successful employment. An equally significant criterion for choosing a future university of study is the criterion of university prestige.

From the point of view of schoolchildren of rural schools in the Turkestan region, the most prestigious professional fields are education and medicine. The least popular areas of professional activity among the respondents are natural sciences and agriculture.

Graduates of schools in the southern and western regions of our country are aimed at choosing those professions that have guaranteed employment and are in demand in the regional labor market.

The choice of a future profession among modern schoolchildren is becoming more and more independent, they themselves decide where and for whom they will study, and such agents of socialization as teachers and friends are losing their influence on their professional choice. But, as before, such agents as parents remain influential.

The survey found that more than 60 % of respondents know about this program, but not everyone has information about the state program.

The main agents of information about the state program “Serpin” are school teachers, but they have less influence on the choice of a university and a specialty of study for a student, compared to parents and relatives. This requires strengthening informative work among parents and students themselves in rural schools in the southern and western regions of Kazakhstan.

Poor awareness of the state program “Serpin” among the schoolchildren themselves shows that it does not determine their individual choice of university and specialty of study. Only a third of the surveyed schoolchildren confidently indicated in the questionnaire that this state program will help them enroll in a higher educational institution. The main advantage of the state program “Serpin”, from the point of view of schoolchildren, is higher education at the university on a free basis. And there is a high percentage of both those graduates who plan to assume obligations to comply with the conditions of the state program “Serpin”, and those who do not problematize contractual obligations related to participation in the state youth support program.

Summarizing the above, I would like to note that education throughout the world is the main tool for ensuring social justice and a channel for social mobility. Education brings the necessary stability to social development, turns economic growth into the basis for improving the quality of life of all segments of the population. It follows from this that the education system requires a more careful attitude towards the development of specific areas of investment, mechanisms for their delivery, and expected results.

A person's value priorities represent the central goals that are connected and determine all aspects of his behavior. On the other hand, values are directly influenced by everyday experience in a changing environmental and socio-political context [7; 69]. Therefore, values are a good indicator for tracking the processes of social and individual change resulting from historical, social, and personal events. In this regard, the priority of education in the value system of young people makes it possible to characterize the younger generation as a generation aimed at education. Representatives of this generation understand the importance of education in the modern world. The higher education is clearly the social lift that will allow them to succeed personally, build a career, feel confident in society, and finally “build acme-targeted strategies for self-promotion to new heights” [8; 212]. Modern education should be varied, flexible, take into account the characteristics and priorities of different groups of potential students, and of course the labor market.

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А.А. Бейсенова

Қазақстандық жастардың дүниетанымдық көкжиектеріндегі білім алу құндылықтары: әлеуметтік-философиялық аспект

Мақалада «Серпін-2050» Мемлекеттік бағдарламасының үміткерлері болып табылатын Қызылорда, Маңғыстау және Түркістан облыстарының 11-сынып оқушыларының қатысуымен жастардың құндылықтары жүйесіндегі жоғары білімнің рөлін және олардың «Серпін» бағдарламасына қатысуға әлеуметтік көзқарастарын анықтау тұрғысынан жүргізілген әлеуметтік зерттеу нәтижелері келтірілген. Бұл жұмыс Ғылым және жоғары білім министрлігінің Ғылым комитеті қаржыландырған «№ АР 14971423 «Серпін» бағдарламасы бойынша оқитын студент жастарды университет кеңістігіне әлеуметтік-мәдени бейімдеу» атты постдокторлық бағдарламасы шеңберінде орындалды. Автор жоғары білім алу тек әлеуметтік құндылық қана емес, сонымен қатар қазіргі қоғамның әлеуметтік игіліктеріне қол жеткізу мүмкіндігі екенін растайтын әлеуметтанулық зерттеу нәтижелерін ұсынады. Ауыл жастарының білім беру таңдауына әсер ететін негізгі факторлар: білім беру грантында оқу мүмкіндігі, білім сапасы, жоғары оқу орнының беделі, жұмысқа орналасу, өз бетінше тұру мүмкіндігі. Респонденттердің пікірінше, «Серпін» бағдарламасына қатысу шарттары бойынша ақпараттың негізгі көзі достар мен таныстар болып табылады, алайда бағдарлама бойынша Солтүстік, Орталық Қазақстанның жоғарғы оқу орындарына түсу жайлы шешім мектеп мұғалімдері мен білім алушылардың ата-аналарының қатысуымен шешім қабылданады.

Кілт сөздер: жоғары білім, жастар, құндылықтар, «Серпін» мемлекеттік бағдарламасы, жоғары оқу орны, білім беру бағдарламасы.

А.А. Бейсенова

Образовательные ценности в мировоззренческих горизонтах казахстанской молодежи: социально-философский аспект

В статье представлены результаты социологического исследования, проведенного с участием обучающихся 11-х классов Кызылординской, Мангистауской и Туркестанской областей, являющихся донорами Государственной программы «Серпін-2050», на предмет определения роли высшего образования в системе ценностей молодежи и их социальных установок на участие в программе «Серпін». Данная работа выполнена в рамках постдокторской программы «№ АР14971423 — «Социокультурная адаптация студенческой молодежи, обучающейся по программе «Серпін» в университетское пространство», профинансированной Комитетом науки Министерства науки и высшего образования РК. Автором приведены результаты социологического исследования, подтверждающие, что получение высшего образования является не только социальной ценностью, но и возможностью доступа к социальным благам современного общества. Основными факторами, влияющими на образовательный выбор сельской молодежи, являются возможность обучения на образовательном гранте, качество образования, престиж вуза, трудоустройство, возможность самостоятельного проживания. По мнению респондентов, основным источником информации по условиям участия в программе «Серпін» являются друзья и знакомые, однако решение об участии принимается при взаимодействии учителей школ и родителей студентов.

Ключевые слова: высшее образование, молодежь, ценность, государственная программа «Серпін», вуз, образовательная программа.

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